

WAYS AND DEGREES

One of the greatest difficulties a student experiences in his university career is to know when he is working and when he is not—particularly in the days when he has just passed from school to university. One of the greatest problems of the university teacher is to get his pupils to understand this point.

It is summed up in the distinction between knowledge and memory. Memory is not knowledge. Memory is merely a reproducing machine and a student who can remember large patches of a textbook, and know what it says on page so-and-so, is no nearer knowledge, and is certainly no nearer education, than he was before he had memorised this. To remember a thing simply because one has read it is very different from remembering a thing because it has been thought over, has been placed in its sequence as a train of thought and has therefore become a part of one's mental equipment. Thus to remember a series of dates, or a series of authors, or a series of events, or a series of formulae of itself brings the student no nearer to true knowledge.

Two students came to see me just after finishing their degree examination. One said, "If I had the time over again, I would spend less time working and more time thinking." The other said, "You see, I hadn't as much time as I thought I would have for revising thoroughly—I can only remember things for a fortnight."

Both students, in my opinion, had the same trouble and it is a very common trouble and has one cause, revealed by the first student's remark. The second student should have had no need to "revise" to the extent he suggested—the truth was that he had never really understood the work at any time and was relying on memory. In examinations taken early in life, with a narrow syllabus, this is often possible, so that the successful memory examiner is misled. In advanced examinations, the result is conditioned by the way the student works during the whole course (I postulate sufficient calibre). It is true that a few extra marks can be obtained by looking up some details just before the examination, but this only applies to "frills."

It is easy to say "think more and work less." It is less easy to understand just what that means. Perhaps it would be clearer to say when you work use every minute you set aside for the purpose intelligently. At every moment of the day be definitely working or

not working—at no time be doing it half-heartedly when you are not really working or relating but only trying to save your conscience. It is not working just to be shut up in the same room with a book. You will often hear it said, "I did thirty pages of so-and-so last night." How much has really been achieved depends on the "did." Often the only thing done is the student himself. The only way to profit by reading is to halt every now and then for meditation on the subject matter. How often depends upon the student's individual temperament and on the difficulty of the subject. The only sure way of self-examination is to write down in your own words what idea you have gained by your reading. If you cannot do so in your own words, you have not assimilated the idea. After an evening's reading you should be really tired. Beware of reading in pairs—it is very deceptive and almost always degenerates into gossip.

I have considered reading first because it is the most important way of acquiring knowledge. You will get most sense of accomplishment out of your private study but it cannot be the right kind of reading without lectures. Lectures provide the catalyst, so to speak, or, if you like, the yeast without which the bread would remain dough. The lecturer is a guide who points out the kind of matter to study and the standard at which to work. He is not a gramophone, who speaks the "course" to you, and it is wrong to expect him to be. In school one is "taught" a subject, in a university one "reads"—it—aided by others who have done it before. If a lecturer is expected to cover every aspect of every topic in a syllabus then he will become dull and lifeless, and will sap our own responsibility and initiative.

While writing of lectures it is perhaps worth while to remind you of the part the audience should play. Actors are always anxious to know what the "house" is like and certain towns have the reputation for providing dull audiences. Every lecturer knows well the stimulating effect which an alert body of students has on him, and conversely the feeling of utter weariness after an hour's discourse to a lethargic crowd, who are not trying to follow and are leaving all the work to the lecturer. I know one wearied lecturer who concluded with the words, "Gentlemen, I have no more pearls." If you find a lecture dull, may it not be that the fault is yours—that you are not doing your individual part in listening with

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STUDENTS ABROAD

The Outbreak of War whilst on holiday in Sweden

To experience the outbreak of a major European war from the Tom Tiddler's ground of a neutral state, especially a state as delicately placed as Sweden, allows of greater detachment of mind in observing the trend of affairs and of a more complete knowledge of what is happening in both camps. The Swedes have a ringside seat at the fight, an advantage shared by the foreigner living amongst them, but they are far from being "fans," for if they have an interest in the chances of one or the other contestant they feel it their duty as good Swedes to hide that interest. This is both the popular and official attitude; for M. Sandler, the then Foreign Minister, in his speech of August 13th declared that for Sweden neutrality was "a categorical imperative." For myself, as national of one of the belligerents, such a bloodless impartiality was out of the question; yet I was conscious to a curious degree of being a mere spectator, secure where I stood and not called upon to be active for either side. How then did the Swedes react to the momentous events of August and September?

In summer Sweden takes to the land, the big cities empty to an extent unknown to us; but by the end of August, when the schools re-open, town-life is in full swing again. So it was easier to observe the reaction to the outbreak of war than to the earlier German-Soviet Pact, when I, like the Swedes, was living in the country.

By the end of August excitement was intense in Stockholm. News had been steadily getting worse, and those families who had members abroad, especially children in England or Germany finishing their education, wired for their return. Services were being interrupted, the last train-ferry had left Sassnitz, and still a number of Swedes were stranded abroad. The only way out of the difficulty was to send Swedish ships for them, and so Swedish-American liners were diverted from their normal routes. Yet this excitement seemed more in the nature of a diversion; life in Stockholm went on as pleasantly as ever, there were no children to be evacuated, no shelters to be hurriedly dug. Fashionable Stockholm still paraded the Hamngatan on its way to and from Nordiska Kompaniet, a department store with a peculiar social significance; the evenings saw restaurants, theatres and the open-air amuse-

ments of Djurgarden thronged with the usual pleasure-seekers. Only the queues before news-agencies, the eager snatching up of each edition as it appeared, revealed the intense interest in the affairs of the hour.

Then came the announcement of war: "England declares war on Germany."

When the worst was known excitement became less intense. Soon the nuisance-quality of war was apparent to the Swedes. "Why should the big countries turn the world upside down and inconvenience the neutrals?" it was petulantly asked, when soon after the outbreak of war all private cars were taken off the road and the bus services curtailed to guard against the very real danger of a petrol shortage. The king set an example in this, for I noticed a string of ancient horse carriages leaving the palace one morning. Postal and telephone communication outside the country was badly disorganised. Most serious of all too little news was coming in from the Allies. The news in the papers was predominantly German, less by choice than by necessity, a state of affairs that cast reflections on the Allied censorship. The Swedes wished for our news but simply could not get it. The value of the pound sterling fell when the Swedish crown hitherto pinned to sterling was removed to a dollar basis.

On September 3rd the government called up large contingents of men for the Navy, Air Force and coastal artillery. In Stockholm I fancied I noticed more sailors in the streets than usual, but otherwise no military measures were apparent beyond the recommitment of some old cruisers lying almost derelict at a naval yard. More apparent was the appearance of the Swedish yellow and blue on the hulls of Swedish Baltic traders. On the overthrow of Poland several Polish submarines and a fine square-rigged training ship sought refuge in Stockholm waters. It was in September too that Gustav V disbanded the Svea Life Guards, and the irony of disbanding a regiment in war time was humorously commented on by the Stockholm.

The spread of war to northern Europe has given a decided jolt to the Swedes; the seriousness of their own position has been brought home to them and they are now inclined to leave the

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WESSEX NEWS

Tuesday, February 13th, 1940.

Offices:
STUDENTS' UNION, UNIVERSITY
COLLEGE, SOUTHAMPTON
Editor—E. W. BISHOP.
Sub-Editor—ELIZABETH NEWMAN.
Sports Editor—A. G. BAYLIS.
Business Manager—
G. A. THOMPSON.
Sales Manager—
H. F. G. ANDREWS.

Editorial.

The most serious charge that can be laid against my last effusion, is that it was pure "waffle," without time and certainly without expressed reason. There was something, however, lurking behind my words. I have been accused since of stirring up again "the old tripe" about lecturers and lectures. This is not altogether true. I have been at College now for almost eleven terms and I have thrice seen the "System" attacked and defended—every time most unintelligently, neither side facing up to the real issues, and both talking at cross purposes. I think I held my peace and certainly kept my counsel; but this time I intended to raise the question myself, from a different aspect, and to prosecute it bitterly; it may be tilting at windmills, your true idealist does not really care.

I have deserted the student cause (a very rare); I will maintain that it is we ourselves, who have brought about this dreary state of affairs, when neither does the lecturer know on what he is to do to lecture or how he is to do it, nor the student if he should read at all or what to read. When we come up, we are unable (I say it guardedly), wholly to benefit from the written word; and the lectures are consequently of the type we were used to in the VIth at school. Lecturers hoped—a mean and cunning hope—that when we began reading for Finals we would be better able to do without the spoken. The lecturer should be a signpost, they say, and not a semaphore station and fortune-teller combined. But is he? Does he not still give lectures of the same old sort? We have grown dependent upon him and grow daily more dependent—a process rather than the reverse of weaning; and yet after Finals we can still reproach our Tutors and Lecturers with, "So and So never mentioned that to us. How could we be expected to know it?" How indeed.

The remedy I would not presume to suggest elsewhere: it is of course that the lecturers must at all costs cover each item and every aspect of each syllabus. It is not a superhuman task; even if it were, we expect it of them and they know they are subservient to our needs. They have shown that, by the help they give in us

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Correspondence

To the Editor of "Wessex News."

Dear Sir,
I am glad to find, in your editorial of January 30th, that you also feel that the perpetual scapegoat of this College, the "Lecture System," is being worked a little too hard. During the seven, otherwise happy, terms that I have spent in this College, I have often been a trifle disturbed by the repeated, and very indefinite, accusations made against this "System." Its faults would appear, from the complaints, to be many, yet if they are to be corrected, supposing that they really exist, it is necessary that they should be more precisely defined. All those responsible for the teaching are continually on the look out for practicable improvements, and would very much appreciate suggestions from the students to this end, but I must confess that I have not yet heard any objections to our practice sufficiently precisely formulated to give me anything to work upon in my efforts to improve the teaching, or to make it, as it should be, more attractive.

From previous hints that this "System" was not all that it might be, I had gathered the general impression that some students thought that, in lectures at University institutions, there was too much mere exposition of a subject and not sufficient care taken to ensure that the audience really made the subject their own; in fact that what was wanted was more of the school plan of teaching, with repeated setting of questions and discussion of corrections. But this week I gather from your reference that it is the Lecture System which reduces the whole work of this College to the level of sixth form work. It is rather difficult to believe that this so-called "System" can be responsible for these two opposite deficiencies, if they exist, in the College teaching.

I believe that a useful purpose might be served if critics would state, possibly in your columns, precisely in what respects the "Lecture System" might be improved; or, if it is a radically wrong "System," suggest an alternative method of teaching to assembling together at regular times, at which the subject is fully prepared as possible by at least one person, the lecturer; expounded by him; and (we hope) intelligently and critically considered by the others, the students. From many years of experience as learner, and some as teacher also, I am sure that it is only a very small minority of people who can learn a subject thoroughly from solitary reading alone. Many people would never learn it at all; the stimulus of personal interest, and exchange of thought, with a keen and experienced teacher who has seen some of the practical bearings and more distant theoretical implications, of a

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Ways and Degrees—continued

your mind as well as with your ears to what he is saying? In the States the lecturer signs a statement of each pupil at the end of the term, guaranteeing that he has been "exposed to instruction" for the term. Do you expose yourself to instruction, or do you take part in an unspoken dialogue with your lecturer? And not, I hope, always unspoken; if a difficulty arises which you think is general, be a public benefactor by raising it, then and there, but if you think the matter is an individual difficulty, keep it to yourself and raise it privately with the lecturer.

One of the most difficult problems is that of note-taking, the steering between the Scylla of writing busily all through the lecture and not taking it in, and the Charybdis of being attentive all the time and recording nothing. I remember a lecturer who walked into the lecture room with one eye on the faithful band in the front row and said, "Good morning. Have you got that down?" The problem must depend upon the note-taking, and the lecturer and the subject. If the student works at the subject again later on the same day, or perhaps the next day, his notes can be very scanty—enough to prompt his memory as to what the lecture was about. He can then expand his notes in his own words, referring to books on the subject to get other points of view. This is an excellent way of working which suits many people well. It is vital to have books—some books of your own as well as reference books you borrow from the library. I remember a man who was not getting on well with a particular subject coming to ask my advice. He was a part-time student, coming once a week to a course of lectures held twice weekly, and after a whole term had gone by, had not yet bought the text-book recommended by the lecturer and possessed no books on the subject at all!

A. C. M.

Students Abroad—continued

attitude of aloofness and complete neutrality which they affected at the start of the war and to look rather to their own defences. Letters received from Sweden during the last few weeks talk of gas masks, shelters and evacuation, and definitely leave the impression of "jitters." But I have gone a little beyond the scope of this article, for, in October, I left Sweden and returned by the only route available, namely via Bergen, to this country, where my reception on landing was about as cordial as that accorded to a spy. Yet before leaving I was aware of this gradual hardening of Swedish opinion to a more definite attitude towards the war. It was the Russian invasion of Poland which opened Swedish eyes to the imperialistic ambitions of Stalin. Nor was any further move on Russia's part necessary; Sweden has always had an instinctive distrust of Russia and no good word for Russia would find a hearing, even before the invasion. That was my experience. Perhaps the spiteful remark of the Swedish lady who, when the name of the Russian ambassador was mentioned, remarked to me, "She doesn't wash," reveals the attitude of the Swedes to the Russian. Not even the King-Hall newsletters could succeed in transferring even part of that detestation of all things Russian to Nazi Germany.

Let us hope that this sturdy northern democracy, which has not only never been conquered, but has enjoyed peace for some hundred and twenty years may not be forced to give up that peace.

G. PENSTONE-FRANKLIN.

Chess Notes—continued

for the advance of the KP) or to KB4. The usual position for the K, Kt is, however, K, Kt3, which allows White to advance his KP and KBP, a particularly important move, since in this opening White usually gets a 4 to 3 pawn majority on the King's side, and hence should attack here.

K. N. R.

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Correspondence—continued

scientific topic, is essential to most people commencing the study of a subject, and to many at all stages of the study.

Therefore, I am convinced that audible exposition of the subject, preferably in an orderly manner, is an essential part of teaching; and as far as I know this is all that constitutes the "Lecture." Methods of lecturing do, and indeed must, vary greatly according to the numbers in the classes, the ability and previous experience of the students, the nature of the subject, and the qualities of the teacher. In small classes, some little discussion by the students is possible, and I feel that wherever this is practicable it is to be encouraged. It helps the students because it is only by oneself expressing one's view that the subject becomes one's own—listening is only a very small part of the whole process of learning; and it helps the teacher and the whole class because it often brings up aspects of the subject not previously thought of. A class should be sufficiently on the alert to correct, instantly, mistakes made by the teacher; and it would be well to remember that teacher and students are all really students, that is, learners, together.

While I am sure that some sort of "lecture system," in the sense of regular times at which a class meets to consider a subject audibly expounded, is necessary, I should welcome discussion of what forms of exposition are found most effective in assisting students to make themselves masters of their arts or sciences, which I consider the principal object of a University education.

N. K. ADAM.

Editorial—continued

the matter of text-books. Text books are expensive—we cannot buy one each, they are all equally needful, and if we have one ourselves, we need it all the time. Besides, some text-books are harmful: they include needless material, they leave out the very things we want, they make wrong, if not actually lying, statements. It therefore behoves the lecturer to supply all these wants in his lecture, if he is to obtain good results for us; everyone knows it is not intelligence that gets you a First, but the amount of learning pumped into you. We do not want less lectures, let us not do away with the "System," rather let us have more lectures, thirty-six a week at least, let us give up all reading and the writing of essays to spend our evenings at the meetings of learned societies, where earnest discussion will purify our Academic air of chatterings. This is the cause I propound and I do not doubt it will be acceptable to each and all alike.

"T" Union Meeting

Eeh! Monday last t'union had meeting;
Chas. Campbell came up wi' the news.

Our gang in refec. were still eating—
His tone—it fair gave us the blues!

"Here! t'meeting's in t'Hall—it's one-thirty,
Already you're ten minutes' late!"

We gave him a look—it were dirty!
And sadly trooped off to our fate.

The cold of the place were appalling.
Attendance were notably low;
We shuddered to hear Campbell bawling
Out minutes—on t'platform—
wi' Joe!

The President next spoke up
feetly,
He said there were money enough
To compensate conscripts completely,
No need to touch t'bank for the stuff.

He told us about a petition,
The Varsities mean to present,
And kindly explained in addition
Just why, when and what the thing meant!

"State grants have been halved,"
said Joe thickly,
"These centres of learning will cease!"
"The Press shall be told," vowed
Reed quickly.
"It has—so sit down and hold t' peace!"

Young Gusty stood up and contended,
That t' bookshop should open at one—
Then Council declared meeting ended,
And deemed its 'ard duty well done!

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S. C. M.

S. C. Meeting

(Held on January 29th)

Permission for the Fencing Club's to hold a dance was refused.

It was announced that the President and Vice-President had been elected to the Furnishing Committee of the new Union buildings. The President, who had attended one meeting, said that he approved for the most part the furniture, excepting the seating accommodation of the new Refectory.

The resignation of J. H. Stemp, Esq., from Secretaryship of the S.C. was accepted.

Appointments

D. Armstrong, Esq., was appointed Assistant Secretary of S.C. Miss D. Watson and T. Lane, Esq., were appointed to the Debating Society Committee; and it was agreed that a member to S.C. should be elected to represent the overseas students. It was agreed that the President should represent the Union at N.U.S. conference in London.

The President announced that the Stage Society production was put off until the 24th February, and that the Choral Society would be unable to produce their opera. The President said further, in reply to a question, that the Choral Society would naturally be unable to touch the £30 allocated to them for the Spring Term production.

Chess Notes.

At a recent meeting of the Club a talk was given on the "Niemo-Indian Defence," a modern attacking way for Black to play the Queen's Gambit. After the moves—1, P—Q4, P—K3; 2, P—Q4, KT—KB3; and 3, KT—QB3, B—KT5, it was shown that White's best reply was 4, Q—B2 (alternatives are Q—KT3 and P—QR3—which have gone out of first class play—B—Q2, which is too passive; KT—KB3, at least premature, and B—KT5 which is bad). Black has now three replies, viz. P—Q4, KT—B3 or P—Q4. Both Fine and Keres agree that P—Q4 for Black, at this stage, is of doubtful value. If it is played, however, and White follows with QBP x P, the quiet—KP x P is better than Q x P. P—Q4 (fourth move) is unsatisfactory for Black. KT—QB3 is best but may lose Black some time unless White plays P—Q5, which allows Black to play the strong Milner Barry variation, which culminates in P—KB4 sooner or later (the KB being exchanged for White's QK). White's best plan is to follow—KT—QB3 with 5, P—K3 (not KT—KB3), to develop the K, Kt at K2. This latter move for White (K, KT—K2) is an interesting one. From K2 the Kt can either go to QB3 (where it attacks Black's QP and also the square K4, in readiness

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SPORTS

CROSS COUNTRY CLUB.

In both the last two matches the Cross Country Club has been unable to run a full team through lack of members. At present the number of members of the Club is eight, which is just sufficient to raise a team. Luckily all these eight are very enthusiastic and are only prevented from turning out by illness. We feel that there are men in the College who could make good runners if they took the trouble to exert themselves.

Bristol 33, Exeter 73.

On Saturday, February 3rd, the Southern U.A.U. was to be held at Southampton, but 5 of our regular team were ill and we were unable to raise a team. The conditions were particularly bad as the thaw had just set in, and the field soon spread out. The leading bunch for the first five miles consisted of three Bristol and two Exeter runners and Dyer and Wood. The final positions were—Dyer 3, Wood 4, Grover 18. Had we had a full team we should almost certainly have given Bristol and undoubtedly Exeter, a far better race.

v. K.A.C., Winchester draw 18-18.

The Club was in the same position last Saturday in being unable to raise a team, and further two members, Dukes and Armstrong, were out of training due to illness. Despite this we were able to give Winchester a good run and the result was a draw.

The start was rather slow but a bunch of four drew ahead and maintained a fast pace. There was a very close finish, the Winchester captain leading Dyer in by about one yard, his time being 40 mins. 3 secs. The final positions were—Dyer 2, Twenlow 3, Dukes 6, Armstrong 7.

WOMEN'S HOCKEY CLUB.

v. New Sarum, lost 4-8. What a favourable omen for the match against Oxford on Saturday February 17th! Within the first few minutes of the game New Sarum showed

their superiority in speed and were in better training. Their left wing in particular proved that as yet College defence cannot cope with a fast forward line, and when they did intercept the ball, they never cleared it out to the wings. College forwards showed an improvement in the second half, partly due to the return of the right wing, who collapsed shortly after shooting a magnificent goal early in the game.

RUGGER CLUB.

v. R.A.F., Worthy Down. won 11-5.

The Rugby Club took advantage of improved conditions and gave a far better display than in their previous game this term. There was, however, evidence of lack of practice and lack of training. Only the fine leadership of Roberts kept the pack going in the second half when the forwards were showing signs of giving up. The backs were given few opportunities for combined efforts as the quick spotting of the opposing forwards broke up any promising movements.

College, with the wind in their favour, attacked from the kick-off. After ten minutes Hunt gave College the lead with a well-judged penalty goal.

Apart from spasmodic forward rushes play was confined to mid-field. Although the College forwards did well in isolated raids they did not play together and continually let the opposing forwards break through from the line-out. The backs, therefore, were prevented from developing any passing movements. Only steady kicking by Morrow and Lamplough kept Worthy Down in check. It was Morrow who crowned good work by the forwards by picking up a loose ball and scoring, too far out for Hunt to convert.

A few minutes later a finely-controlled dribble by Hunt paved the way for a try by Shilton.

At half-time College were leading by 11 points to nil.

With the wind behind them Worthy Down exerted pressure throughout the second-half but sound defensive work prevented any score until five minutes from the end. Then, a fumble by Baylis lost College fifty yards and from the resulting scrum Worthy Down reduced arrears with a converted try.

If King Alfred's are to be beaten on Wednesday there will have to be a greater sustained effort by the team, as a whole. The forwards must improve in line-out work if the backs are to be given the chance they deserve. The backs, too, would do well to remember that a well-timed pass to a man in support is far more valuable than a abortive attempt to cut through.

Federation Week

For all Universities and Colleges here and throughout the world, Federation Week is to be held from the 17th-24th February. For many people the true meaning of the World Student Christian Federation is unfortunately missed and Federation Week comes to mean nothing more than an annual period, fortunately brief, during which people are invited continually to subscribe to a cause about which they have but a vague and usually inaccurate idea.

The World Student Christian Federation is, however, a truly International Fellowship of Students, in the sense that students of every nation and race are welcome as full members. The East is not less well represented than the West. It neither demands uniformity of thought and opinion, or the giving up of individual positions to common set standards, Christian and non-Christian being equally welcome.

In these days of insecurity and disorganisation, this world-wide fellowship is undergoing the greatest test of its whole history. We in this country have not escaped the effects of the war, but there are many national student movements which are meeting still greater difficulties, and are struggling for their existence with much poorer resources.

It is in these exceptional circumstances that S.C.M. solicits your help during Federation Week. The Student Christian Movement is seeking to give in all £2,200, over one half of which will be spent on special grants to French, Chinese, Indian, Russian and Czech movements, and to the International Student Service which has sponsored Chinese and European Student relief. If you care in the least about these things then help us to help the Federation during the forthcoming Federation Week.

Conservative Association

An open meeting of the Conservative Association was held on Friday, February 2nd, when Bernard Braine, Vice-Chairman of the Junior Imperial League, spoke on "The Fundamentals of Conservatism."

He pointed out that the policy of the Conservative Party was "Evolution, not Revolution," Revolution, far from promoting Liberty, Equality and Fraternity, invariably ended by the destruction of all three. The Conservative Party stood for progressive and permanent change, examples of which could be found in Factory and Public Health legislation, the establishment of Trades Unions and the extension of the franchise.

The objectives of the Conservative faith he summed up as being the preservation of national life, pride and well-being, the raising of the standard of living, the provision of those things leading to the happiness of the individual.

Calendar

Friday, 16th February.

Biological Society, 5.15 p.m.

Sunday, 18th February.

Service at St. Mary's, South Stoneham, 9.45 a.m. Preacher: J. Hurstfield, Esq., B.A.

Monday, 19th February.

S.C.M. Line of Pennies.

Tuesday, 20th February.

S.C.M. Auction by Mr. Dudley in the Music Studio.

Thursday, 22nd February.

Rugby Club v. Netball Club at Netball. S.C.M.

Friday, 23rd February.

"The Federation," by J. C. Hockendijk, Secretary of the Dutch S.C.M. Lunch hour.

Saturday, 24th February.

Stage Society, "Time and the Conways." Assembly Hall.

Sunday, 25th February.

Service at St. Mary's, South Stoneham, 9.45 a.m. Preacher: Rev. R. C. Rham, B.D.

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